



California Public Schools Accountability Act of 1999

External Evaluator Application Packet

*To be Completed by **Organizations/Educational Consortia**
Applying to be an External Evaluator*

Directions

The following information must be postmarked on or before **July 31, 2000** for applicants to be considered for possible inclusion on the statewide list of external evaluators. **Please include the original completed application plus three copies and adhere to all specifications.**

The application includes four parts as described below. All four parts must be received for the application to be considered.

☐ **One-Page Overview**

Please summarize your organizational capacity as an external evaluator in a one-page description that could be used to market your services to schools and districts. See page 3 for more detailed information.

☐ **Written Questions**

Please provide a written response to each of the five questions on page 4. Question #6 only applies to those applicants who wish to be considered for the *External Evaluators for English Language Learners* list.

☐ **List of Qualified Individuals**

Please submit a list of all qualified individuals within your organization or educational consortium who will be deployed as external evaluators, designate group leaders, and indicate the areas of expertise and successful experience for each of the individuals who will be working as external evaluators on behalf of the organization or educational consortium. Attach a two to three page professional resume for each individual who will be a designated group leader and each individual who wishes to be qualified to work with English Language Learner pupil populations. See pages 5-7 for more information.

☐ **Confidential Reference Questionnaire**

Please identify six references who can provide information that validates the experiences and successes described in your responses to the *Written Questions*. Copy the *Confidential Reference Questionnaire* on pages 8-11 of this packet and distribute the form to each one of your six references. References may be contacted to verify your organizational successes in working with underperforming schools.

Send the original completed applications plus three copies postmarked on or before

July 31, 2000 to:

California Department of Education
School Reform Assistance Office
721 Capitol Mall, 2nd Floor
Sacramento, California 95814

Attn: External Evaluator Application

External Evaluator Application Cover Page- Organizations and Educational Consortia

Please attach this form to the front of the application.

Information

Please type or write clearly.

Organization or Educational

Consortium Name: _____

Contact Person's Name: _____

Title/Position: _____

Address: _____

Contact Phone: () _____ Alternate: () _____

Fax: () _____

E-Mail Address: _____

I certify that all the information contained within this application is true.

Executive Signature

Date

Title

Please send the original completed application plus **three** copies
postmarked on or before **July 31, 2000** to:

California Department of Education
School Reform Assistance Office
721 Capitol Mall, 2nd Floor
Sacramento, California 95814
Attn: External Evaluator Application

One-Page Overview

The one-page overview should address the following areas:

1. *Organizational Knowledge and Expertise*

Highlight specific areas of organizational knowledge and expertise related to helping underperforming schools to improve student achievement, including knowledge and expertise in the following six areas:

Governing Board Policies

Curriculum Management

Fiscal Management

Parental and Community Involvement

Personnel Management

Facilities Management

2. *Specific Areas of Successful Experience*

Identify the specific populations with whom your organization or educational consortia has significant experience and expertise (e.g., English Language Learners, Special Education students, Title I students, Migrant students, or others).

3. *Kinds of Schools*

Identify the kinds of schools in which your organization or educational consortia is most qualified to support the process of improving student achievement (e.g., rural, urban or suburban schools; elementary, middle, or high schools; or other).

4. *Other Special Qualifications*

Identify any other areas of experience or expertise that may contribute to your organization's or educational consortia's ability to help underperforming schools to improve student achievement.

Format Specifications

- ❑ One side of one 8-1/2" x 11" page.
- ❑ No other restrictions apply; however, this overview may be disseminated to schools and districts as part of the statewide list of external evaluators. This same overview may also become available on the Internet as a resource for schools and districts participating in the Immediate Intervention/Underperforming Schools Program.

Written Questions

Provide responses to each of the five questions below. Limit responses to no more than one page per question. Please note that *Question #5* asks for six separate one-page responses. Also note that *Question #6* only applies to organizations/educational consortia that wish to be considered for the *External Evaluators for English Language Learners* list.

Format Requirements: All text must be typed in at least 12 point font, double-spaced, and on standard 8-1/2" x 11" paper.

At least two independent readers will review your responses using the *Scoring/Screening Criteria* included with this *Application Packet*. A conflict of interest protocol will be applied in assigning readers to applications.

1. What are the first steps you envision taking in your role as an external evaluator in helping to conduct a comprehensive needs assessment and develop a long-range action plan that will significantly improve student achievement in reading/language arts and mathematics?
2. Describe significant efforts your organization has made to help schools systematically align curriculum, instruction and assessment to standards.
3. Explain at least one strategy in each of the following three areas that your organization or educational consortium has used with a school in need of corrective actions to (a) engage the school community, including parents; (b) foster an awareness of the need for building a more inclusive school environment, and (c) build consensus with the school community about the steps it needs to take to significantly improve students' achievement.
4. Describe successful research-based instructional strategies your organization or educational consortium has used to plan and/or implement programs for linguistically or culturally diverse students.
5. For **each** of the following six areas, describe your organization's or educational consortium's accomplishments and how they have directly and positively impacted students:
 - a) How have you helped a school district to improve its *governing board policies*?
 - b) How have you helped a school or district to improve its *curriculum management*?
 - c) How have you helped a school or district to improve its *fiscal management*?
 - d) How have you helped a school or district to improve its *parental and community involvement*?
 - e) How have you helped a school or district to improve its *personnel management*?
 - f) How have you helped a school or district to improve its *facilities management*?
6. (Please answer the following question if you wish to be considered for the *External Evaluators for English Language Learners* list.)
Describe how you would evaluate the effectiveness of programs for English Language Learners.

List of Qualified Individuals

Individuals working on behalf of organizations and educational consortia must be included on this list in order to be qualified to work in schools participating in the Immediate Intervention/Underperforming Schools Program. Organizations and consortia may update their lists annually.

The *List of Qualified Individuals* may be disseminated to schools and districts as part of the statewide list of external evaluators. This same list of qualified individuals may also become available on the Internet as a resource for schools and districts participating in the Immediate Intervention/Underperforming Schools Program.

The list of qualified individuals should meet the following format specifications:

Format Specifications

- ❑ Please use the *List of Qualified Individuals* form to provide your responses.
- ❑ Only two individuals can be listed on each page of this form. If you need additional pages, please photocopy the form.
- ❑ Please identify those individuals who will be deemed *designated group leaders* and attach their professional resumes to the *List of Qualified Individuals* form.

Designated group leaders are those individuals within the organization or educational consortium who are (1) the lead contacts or point persons, (2) responsible for deploying individuals within the organization who have the necessary expertise, and (3) responsible for monitoring the quality of the services provided to schools.

- ❑ Please also identify those individuals who will be qualified to work with *English Language Learner* student populations and attach the professional resumes to the *List of Qualified Individuals* form.

Content Specifications for the Professional Resumes

Please include a **two to three page** professional resume (a) for each designated group leader and (b) for each individual qualified to work with English Language Learners that highlights experiences related to performing in the role of external evaluator for underperforming schools.

The resume for each individual working within organizations/educational consortia who wishes to qualify for the *External Evaluators for English*

Language Learners list must include **three or more** of the following:

- a) Bilingual and Cross Cultural Language and Academic Development (BCLAD) certification or Cross Cultural Language and Academic Development (CLAD) certification, or working as a trainer for BCLAD or CLAD.
- b) Training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), or a closely related field.
- c) Recent experience in the theories and methods of teaching of English Language Learners as reflected in professional participation in courses, conferences, and/or workshops.
- d) At least three years of documented successful teaching experience with English Language Learners at the K-12 level, including some evidence that the students made progress in the content of instruction.
- e) At least 45 hours of documented, successful experience preparing teachers to use ELD and SDAIE methods with English Language Learners, including affirmation that the teachers assessed the preparation favorably.
- f) Recent experience in the field of English Language Learner student education, teacher preparation, and program evaluation as demonstrated by professional development activities, including but not limited to conferences, workshops, course and staff development presentations, and professional publications.

No other restrictions or requirements apply to the content, style or format of the resumes.

List of Qualified Individuals

Name	Title	Current or Formal Education Title	Specific Areas of Expertise	
			<input type="checkbox"/> Governing Board Policies <input type="checkbox"/> Curriculum Management <input type="checkbox"/> Fiscal Management <input type="checkbox"/> Parental and Community Involvement <input type="checkbox"/> Personnel Management <input type="checkbox"/> Facilities Management	<input type="checkbox"/> Please check if a Designated Group Leader ** <input type="checkbox"/> Please check if qualified to work with English Language Learner student populations** <input type="checkbox"/> Please check if qualified to work with Special Education programs and students ** Attach Resume

Other Special Areas of Expertise:

Name	Title	Current or Former Education Title	Specific Areas of Expertise	
			<input type="checkbox"/> Governing Board Policies <input type="checkbox"/> Curriculum Management <input type="checkbox"/> Fiscal Management <input type="checkbox"/> Parental and Community Involvement <input type="checkbox"/> Personnel Management <input type="checkbox"/> Facilities Management	<input type="checkbox"/> Please check if a Designated Group Leader** <input type="checkbox"/> Please check if qualified to work with English Language Learner student populations** <input type="checkbox"/> Please check if qualified to work with Special Education programs and students **Attach Resume

Other Special Areas of Expertise:

Page 1 of 3 for the Confidential Reference Questionnaire

Organizations and Educational Consortia

Directions

You have been asked to complete a *Confidential Reference Questionnaire* for an organization or educational consortium that is applying to be on the statewide list of California external evaluators. School districts will use the list in selecting external evaluators for schools participating in the planning phase of the Immediate Intervention/Underperforming Schools Program.

Please use this form when submitting your recommendation. Other formats (letters, memos, etc.) will not be accepted. Please submit the original copy of your *Confidential Reference Questionnaire* and provide your signature on the final page.

Your response will only be shared with individuals trained to review the applications; it will not be shared with the applicant.

Please complete this form as soon as possible and mail it to the following address postmarked on or before **July 31, 2000**:

California Department of Education
School Reform Assistance Office
721 Capitol Mall, 2nd Floor
Sacramento, California 95814
Attn: External Evaluator Confidential References

A. Personal Information *(Please type or write clearly.)*

Your Name: _____

Your Title/Position: _____

Affiliation: _____

Work Address: _____

Work Phone: () _____ Fax: _____

Name of Organization/
Educational Consortia: _____

Please Specify Your Relationship to Organization/Educational Consortia:

Page 2 of 3 for the Confidential Reference Questionnaire

Organizations and Educational Consortia

B. Written Questions

Please respond to the following three questions in the spaces below. You may type your response and attach it to this page or use an additional page if necessary.

- I. Describe specific experiences you have had with the organization or educational consortium that helped to improve student achievement at a school or district through work in any of the following areas:

Governing Board Policies, Curriculum Management, Fiscal Management, Parental and Community Involvement, Personnel Management, Facilities Management

- II. What are the organization's greatest assets in terms of working with specific populations of students (e.g., English Language Learners, Special Education students, Title I students, Migrant students, or others).

- III. To what degree do you feel that members of the organization or educational consortium have exhibited a sensitivity to diversity that enables them to work successfully with a broad range of underperforming schools?

Page 3 of 3 for the Confidential Reference Questionnaire

C. Organization or Educational Consortia Rating Scale

Earlier parts of this reference questionnaire asked for information about the organization's or educational consortium's capacity to help underperforming schools to improve student achievement. This rating scale asks for your perspective on the personal characteristics of individual members of the organization or educational consortia that may help them to be effective in the role of an evaluator.

Please circle the response that indicates the extent to which the members of the organization or educational consortium demonstrate each attribute:

Dimensions	Not at All	Marginal	Adequate	Strong	Very Strong
a) Exhibit a high degree of commitment to the academic achievement of all students.	1	2	3	4	5
b) Are reliable, dependable, and meet timelines.	1	2	3	4	5
c) Show a strong work ethic and spend the time necessary to complete the task.	1	2	3	4	5
d) Are self-starters and initiators of activities and are decisive.	1	2	3	4	5
e) Demonstrate knowledge of current educational trends and initiatives.	1	2	3	4	5
f) Demonstrate knowledge of current research.	1	2	3	4	5
g) Collaborate effectively with others.	1	2	3	4	5
h) Possess effective written communication skills.	1	2	3	4	5
i) Possess effective oral communication skills.	1	2	3	4	5
j) Demonstrate excellent facilitation skills.	1	2	3	4	5
k) Deal with stress and conflicts effectively.	1	2	3	4	5
l) Possess strong leadership skills.	1	2	3	4	5
m) Show empathy.	1	2	3	4	5
n) Are willing to take calculated risks.	1	2	3	4	5

D. Signature

Please provide your signature and the current date.

Signature

Date

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School Reform Assistance Office
721 Capitol Mall, 2nd Floor
Sacramento, California 95814
Attn: External Evaluator Confidential References